

SUCCESS PROFILE (SP): HEAD OF INCLUSIVE LEARNING | SECONDARY (YEARS 10 – 12)

(Full time role – (POR 5-year fixed term 0.6, 0.4 ongoing teaching role – P/T considered))

Setting your career for success at GGS



KNOWLEDGE/ SKILLS

What you need to KNOW

- Knowledge of contemporary practices and theories influencing inclusive learning
- Effective relationship management skills
- Knowledge and practical application of regulatory compliance systems and frameworks and legislation impacting education management
- Exceptional analytical and problem solving skills
- Strong written and oral communication skills
- Well-developed organisational and facilitation skills
- A thorough understanding and knowledge of pedagogic theory, standards and practice from Years 7 - 12

EXPERIENCE

What you HAVE DONE

- Completed relevant qualifications in Special Education, preferably post graduate
- Deep and proven understanding and experience in supporting students with additional learning needs.
- Proven experience designing and facilitating professional learning for teachers
- Previous experience in a similar leadership role
- Successfully implemented and reviewed evidence-based interventions.
- Developed teachers to achieve personal and organisational outcomes
- Experience in writing and communicating department policies
- VIT registration and a Current Drivers Licence

POSITION MAIN PURPOSE:

- To develop and strengthen our School's approach to Inclusive Learning.
- To lead the Inclusive Learning function in the Secondary Years 10 – 12 and collaborate with Junior School, Middle School, and Timbertop Inclusive Learning leaders to ensure a cohesive whole school approach.
- To provide a platform for students to flourish through transformational learning opportunities and the purposeful development of teachers.

POSITION KEY RESPONSIBILITIES:

- Work with the Head of Inclusive Learning Primary to align the direction of Inclusive Learning with the School's strategic framework.
- Effectively lead and manage the GGS Secondary (Year 10 – 12) Inclusive Learning team through implementation of a clear strategy and communication and monitoring of clear accountabilities.
- Develop, implement and administer relevant policies and procedures to ensure consistent and effective learning programs for every student across the range of abilities.
- Record and collate all NCCD information for GGS Secondary (Years 10 – 12).
- Assist and provide ongoing support for all teachers to develop, implement and record evidence of appropriate individual adjustments for students with disability.
- Support teachers through meetings and professional learning to ensure they can implement effective pedagogy to ensure all students can access the learning programs and make appropriate progress.
- Communicate regularly, effectively and openly with all stakeholders to support the provision of classroom, assessment, and other accommodations in Senior Years.
- Communicate regularly, effectively and openly with the Corio campus Heads of School, Head of Learning and Teaching, and VCE and IB Coordinators
- Develop systems and processes to ensure the smooth and successful transition of students between year levels and campuses
- Pastoral and co-curricular expectations as per the normal arrangements for a GGS Corio teacher
- 0.4 teaching load, or equivalent

PERSONAL ATTRIBUTES/ ATTITUDE

Who you ARE

- Courageous
- Curious
- Compassionate
- Collaborative
- A critical thinker
- A problem solver
- Open to new experience
- Resilient
- Respectful
- Approachable
- Confident
- Reflective
- Disciplined
- Measured

COMPETENCIES/ BEHAVIOURS

How you behave and what you CAN DO

- Demonstrates exemplary ethical standards
- Builds positive and professional relationships with staff, students and parents
- Effectively mentors and advises direct and indirect reports
- Open to new ideas and approaches
- Collaborates effectively with individuals and teams
- Commits to the development of self and others
- Clearly and regularly communicates expectations

- The SP should be read in conjunction with the School's Strategy, performance and development plan, employment contract or relevant agreement etc.
- The SP outlines key responsibilities only. Other duties consistent with the position purpose may be expected.
- Geelong Grammar School is committed to the safety of students and has a zero tolerance of student abuse.
- Employment is conditional upon obtaining a Victorian Working with Children Check (Employment) and National Police Check, or where applicable, employment as a Teacher is conditional upon maintaining a current VIT registration (inc. Police Check), proficiency in all of the AITSL Standards, First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with Ministerial Order 706 and the School's Anaphylaxis Management Policy. Teachers are expected to participate fully in the School's academic, pastoral and co-curricular programmes.
- Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education. Employees are required to attend a Discovering Positive Education training course.